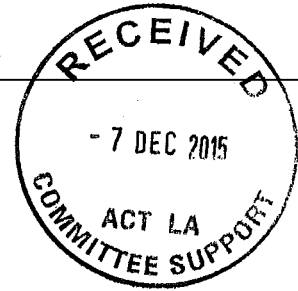


**MINISTER FOR EDUCATION AND TRAINING
INQUIRY INTO REFERRED 2014–15 ANNUAL AND FINANCIAL REPORT**

QUESTION TAKEN ON NOTICE



Asked by Deputy Chair Dozspot MLA on 23 November 2015.

JOY BURCH MLA took on notice the following question:

In relation to: School Resource Allocation

Mr Bray: The ACT government started its analysis and development plan through Professor Stephen Lamb. It prepared a report on a review of government school funding in the ACT, completed in August 2014.

MR DOSZPOT: Did you mention when that was started?

JOY BURCH: The answer to the Member's question is as follows:–

Professor Lamb commenced working on the report in March 2014.

Approved for circulation to the Member and incorporation into Hansard.

**Ms Joy Burch MLA
Minister for Education and Training**

A handwritten signature in black ink, appearing to be "J. Burch".

Date:..... 4.12.15

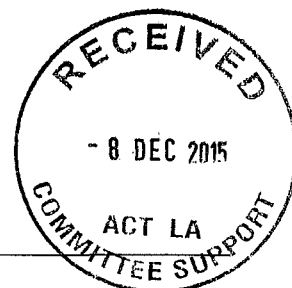


LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION, TRAINING AND YOUTH AFFAIRS

MARY PORTER AM MLA (CHAIR), STEVE DOSZPOT MLA (DEPUTY CHAIR), MEEGAN FITZHARRIS MLA,
ALISTAIR COE MLA

Inquiry into referred 2014–15 Annual and Financial Reports
ANSWER TO QUESTION TAKEN ON NOTICE
23 November 2015



1. Asked by MRS JONES on 23 November 2015. JOY BURCH MLA took on notice the following question:

Can I have on notice the numbers of staff working as learning support assistants, the numbers that are up to the cert IV and any systemic method you have, like data on how they can get up there or what they are offered?

2. Asked by MR DOSZPOT on 23 November 2015. JOY BURCH MLA took on notice the following question:

My supplementary is in regard to Mrs Jones' question on LSAs since 2009 have reached certificate IV level?

3. Asked by MRS JONES on 23 November 2015. JOY BURCH MLA took on notice the following question:

Is there a curriculum document or something for that training that we could be provided with, to have a look at what they do?

JOY BURCH: The answer to the Members' questions are as follows:—

LSA Numbers

As at 23 November 2015 there were 503 permanent and temporary staff working as Learning Support Assistants with the Directorate.

Certificate Qualification

Since July 2012 the Directorate has offered two School Support Staff Traineeships. Specifically, the Certificate III in Children's Services targeting Preschool Assistants in response to mandatory qualification requirements arising from the *Education and Care Services National Law Act 2011* and Regulations, and the Certificate IV in Education Support, targeting Learning Support Assistants.

To date, 95 Learning Support Assistants have received scholarships to complete a traineeship in Certificate IV in Education Support, with 23 of these currently participating in the program.

The Directorate does not have a formal system in place for the recording of employee qualifications, except where mandatory qualifications are required as is the case for Preschool Assistants.

Further Training

In addition to the School Support Staff Traineeships, there are a number of other training programs offered to Learning Support Assistants through the Directorate, including:

- the *Disability Standards for Education (DSE) e-Learning Online Package* which offers a targeted, two part, package for Education Assistants. Commencing from 2016 this training will be mandatory all school based teaching and non teaching staff;
- the *Inclusion Online Training* program offering courses in:
 - Autism Spectrum Disorder;
 - Dyslexia and Significant Reading Difficulties;
 - Motor Coordination Difficulties;
 - Speech, Language and Communication Needs;
 - Understanding Hearing Loss;
 - Understanding and Managing Behaviour; and
- the *Learning Support Assistants' Network and Professional Learning Group*, a series of eight interactive workshops developed and delivered in-house and conducted over two school terms. These workshops provide Learning Support Assistants with information about their role, strategies for support, self care, position relationship development behaviour management and supporting students with disabilities. The workshops commenced in 2012 and to date there have been approximately 240 participants.

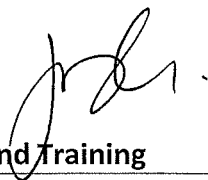
Attachments A, B and C outline the *Disability Standards for Education, Inclusion Online Training and Learning Support Assistants' Network and Professional Learning Group* training opportunities.

Professional Learning - Network Student Engagement Teams

The Network Student Engagement Teams (NSET) provide a range of professional learning opportunities for schools and individuals. This professional learning can be customised to meet the individual needs of schools. The current list of NSET courses are provided in the table below:

Behaviour and Social Emotional Learning	Disability
Wellbeing Workshop Understanding and Responding to Trauma Essential Skills • For classroom teachers • And beyond • Advanced skills Targeting Challenging behaviours Friendly Schools Plus Restorative Practice Protective Behaviours Functional behaviour Assessment Team Teach Collaborative Problem Solving Circle Time	Learning difficulties Writing an ILP Online Training (OLT) • Autism Spectrum Disorder (ASD) • Dyslexia and Significant Reading Difficulties (DSRD) • Motor Coordination Difficulties (MCD) • Speech, Language and Communication Needs (SLCN) • Understanding and Managing Behaviour (UMB) • Understanding Hearing Loss (UHL) Learning Support Assistant (LSA) training Disability Standards for Education

Approved for circulation to the Member and incorporation into Hansard.


Ms Joy Burch MLA
Minister for Education and Training

9.12.15
Date:.....



Disability Standards for Education (DSE) E-Learning Online Package for ACT ETD Public School Staff

The DSE eLearning Online Package is now mandatory for all ETD staff

It is important that all **ETD employees** understand both the **legislation** underpinning the provision of education services for students with disabilities and the relevance of this to our daily practice in the classroom.

The University of Canberra in conjunction with all states and territories across Australia has developed a series of interactive e-learning online packages to assist all members of the school community to understand the DSE and apply it meaningfully in schools.



The packages will introduce you to different students, scenarios and decision making that you may encounter in your work.



The **aim** of these packages is to help you understand and uphold your **legal obligations** under the Disability Discrimination Act 1992 and the Disability Standards for Education

2005. The DSE outlines our legal obligations including the requirement to enable students with disability to participate in education on the same basis as other students.

The training is complemented by the website 'Disability Standards for Education: A Practical Guide for Individuals, Families and Communities' - <http://resource.dse.theeducationinstitute.edu.au/>.

- The Standards require schools to treat students with disabilities **on the same basis as** students without disability.
- The Standards include obligations for making **reasonable adjustments** to a student's learning program and/or learning environment.
- Parents and where appropriate students with a disability **must be consulted** on the adjustments that will be provided



WELCOME TO THE DISABILITY STANDARDS FOR EDUCATION
E-LEARNING REGISTRATION PROCESS

How to access the online learning modules

1. Go to the website <http://dse.theeducationinstitute.edu.au>
2. Type in registration key act-etd
3. You will be prompted to create your own account. Once your account has been created, **select the most appropriate course**.
4. Individual staff members will need to create their own account and a record of completion is maintained centrally.
5. Choose to complete **one of the packages most relevant to your work area**.

Packages available:

Packages available:	Lessons
Educational Leaders Parts 1 and 2	1-3 & 4-8
• Senior Secondary Parts 1 and 2	1-3 & 4-8
• Junior Secondary Parts 1 and 2	1-3 & 4-8
• Primary Parts 1 and 2	1-3 & 4-8
• Early Childhood (School) Parts 1 and 2	1-3 & 4-8
• Early Childhood (Prior to full-time school) Parts 1 and 2	1-3 & 4-8
• Education Assistants Parts 1 and 2	1-3 & 4-6 also for Admin staff and BSOs

Website:

<http://dse.theeducationinstitute.edu.au>

Registration key:

act-etd (this is only for ETD staff)

2015 OnLine Training (OLT) Professional Development

Student Engagement is offering all ETD teaching staff an opportunity to participate in an internationally renowned *Inclusion Online Training* program throughout 2015.

<http://www.oltaustralia.net/>

Courses available:

- Autism Spectrum Disorder
- Dyslexia and Significant Reading Difficulties
- Motor Coordination Difficulties
- Speech, Language and Communication Needs
- Understanding Hearing Loss
- Understanding and Managing Behaviour

These high quality courses do not incur a cost. The aim is to support schools to engage and commit to building knowledge and skills in disability education across the Directorate.

EACH COURSE IS TQI ACCREDITED FOR SIX HOURS.

Benefits

This is an opportunity to learn using a blended online approach. The courses will:

- Facilitate understanding of all students' needs and the impact of disability on student learning
- Include practical tasks for goals, planning, implementing interventions, and review
- Incorporate evidence-based current research and leading practice
- Includes techniques for all teachers to establish the learning supports needed for all students

Requirements

Course requirements are:

- Complete the Disability Standards for Education (DSE) e-Learning module if not already done
- Attend three face to face workshops after hours and complete online reading and activities

What is the time commitment and duration of the course?

A total of 20 hours study over a period of 6 to 10 weeks, including the 3 face to face workshops.

Courses are delivered as flexible learning, allowing you to complete the course at your own discretion across this period of time.

Enrolment

Courses will be offered through the Professional Learning Events Calendar on Index (for individuals).

<https://activated.act.edu.au/calendar/eventsmenu.aspx>

Flexible delivery

Please contact the OLT Project Officer to discuss options to access training to best suit your school's needs.

Teachers willing to become a tutor for a course will need to complete the course as a participant then undertake tutor training.

OLT Project Officer: susan.hollands@act.gov.au Phone: 6205 3312

Learning Support Assistants' Network and Professional Learning Group

Semester 1, 2015

Eight interactive workshops that will provide Learning Support Assistants (LSAs) with information about their role, strategies for support, self care, positive relationship development, behaviour management and supporting students with disabilities. It is a very practical course that will run for two terms, four sessions each term.

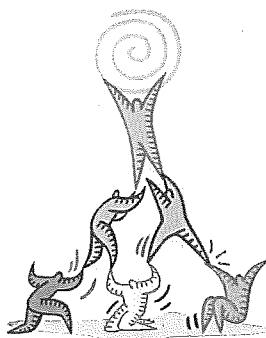
Weeks 3, 5, 7 & 9 in term 1

Weeks 2, 4, 6, 8 in term 2, 2015

(Mondays – 16 Feb, 2, 16, 30 Mar, 4, 18 May, 1, 15 June 2015)

2:00pm – 4:00pm

**Hedley Beare Centre for Teaching and Learning
51 Fremantle Drive, Stirling**



Book on the Professional Learning & Events Calendar on INDEX

For enquiries please contact:

Simone Dawson 0439 458 638 simone.dawson@ed.act.edu.au

Caitlin Hanby 0401686145 caitlin.hanby@ed.act.edu.au

Learning Support Assistants' Network and Professional Learning Group

Semester 1, 2015

Overview

Session 1- Departmental Information

- Examples of good practice and LSA role
- Selection criteria
- Injury prevention and management policy
- Disability Standards for Education and Excellence in Disability Education
- Duty statement

Session 2: LSA Role and Relationships

- Working 1:1
- Task engagement plan
- 5 Golden Rules
- Developing positive relationships with teachers and students

Session 3: Problem Solving and Self Care

- LSA role and issues arising
- Students with Disabilities in Mainstream Classrooms
- Self-care
- Mandatory reporting

Session 4: Understanding Student Behaviour

- Protocols
- Function of behaviour
- Behaviour Principles
- What pushes your buttons?
- Conflict cycle and Stages of escalation
- What doesn't work

Session 5: Positive Management of Behaviour

- Tips for Managing behaviour
- Pre-emptive strategies
- 10 ideas for teaching teenagers
- Surface intervention skills

Session 6: Disabilities

- Autism
- Behaviour support for students with ASD
- ODD
- ADHD
- Trauma
- Attachment
- Sensory
- Social story development

Session 7: Working with students with disabilities continued..

- Hearing
- Vision
- Physical and intellectual disabilities
- Issues with bullying

Session 8: Planning – bring a colleague

- Checklist of communication
- Tips for working with LSAs
- Flowchart for working with students
- Mind map for the LSA role



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION, TRAINING AND YOUTH AFFAIRS
MARY PORTER AM MLA (CHAIR), STEVE DOSZPOT MLA (DEPUTY CHAIR), MEEGAN FITZHARRIS MLA,
ALISTAIR COE MLA

Inquiry into referred 2014–15 Annual and Financial Reports
ANSWER TO QUESTION TAKEN ON NOTICE
23 November 2015



Asked by MRS JONES MLA:

In relation to: Director for Families and Students

MRS JONES: Regarding that and to wrap up: what are your contact details if people want to contact you? Also, where is that advertised within the school system?

Mrs Stewart: The contact details are on our website—

MRS JONES: Whereabouts?

Mrs Stewart: The phone number is on the contacts page on the Education and Training Directorate website.

Ms Howson: Excuse me, Tracy; Mrs Jones, we would be happy to provide that detail to have it written into *Hansard* if you would like.

Joy Burch MLA: The answer to the Member's question is as follows:—

The contact details for the Director for Families and Students are on the 'Contacts' page of the Education and Training Directorate website at www.det.act.gov.au.

The Director can be contacted by email at familiesandstudents@act.gov.au or by phone on (02) 6207 3723.

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

Signature:

Date:

4.12.15

By the Minister for Education and Training, Joy Burch MLA



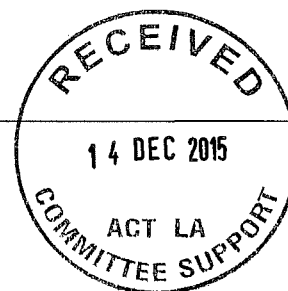
LEGISLATIVE ASSEMBLY

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ALISTAIR COE MLA

Inquiry into referred 2014–15 Annual and Financial Reports ANSWER TO QUESTION TAKEN ON NOTICE 23 November 2015



Asked by MR DOSZPOT MLA:

In relation to: Artists in Schools Program

THE CHAIR: Thank you very much. My substantive question—and you will not be surprised, minister, to know this—is about the artists in schools program. On page 35 it says that four primary schools were selected to participate in 2015. I know this is not a new program; it has been going on for some time.

- a) Which schools were they, and were the schools involved on an ongoing basis? (answered during hearing)
- b) Were they schools that were involved before and were continuing on, or were they brand new schools? (answered during hearing)
- c) What happened with the schools that were participating in the previous reporting period?

Joy Burch MLA: The answer to the Member's question is as follows:—

In 2014 the following artists were involved in the program:

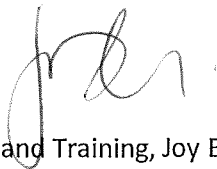
- a glass artist Lisa Cahill at Arawang Primary School
- textile artist Meredith Hughes worked at Lyneham Primary School
- street artist Dan Maginnity at Gilmore Primary School
- visual artist and sculptor Mary Kayser at Macquarie Primary school.

The artists worked with teachers and K-6 students in the schools to produce the following pieces of art work and the program was completed by the end of term 4 2014:

- Arawang students created fused glass tile portraits of students and staff, using coloured sheet glass and powders, which are mounted together as a permanent installation in the school's foyer.
- Lyneham students used weaving techniques to create 'flowers' that are displayed in a large group installation in a courtyard garden.
- Macquarie students experimented with printing into clay and then casting in plaster to produce sculpture relief. They explored sculptural form using a variety of recycled materials to create their sculpture.
- Gilmore students designed and produced a street art mural for each of the school buildings to reflect the work of the Australian authors.

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

Signature:

A handwritten signature in black ink, appearing to be 'JB', written over a horizontal line.

Date: 11.12.15

By the Minister for Education and Training, Joy Burch MLA



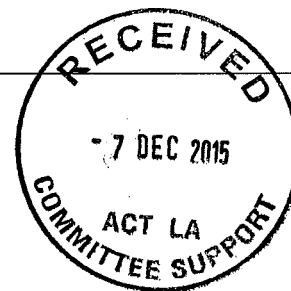
LEGISLATIVE ASSEMBLY

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ALISTAIR COE MLA

Inquiry into referred 2014–15 Annual and Financial Reports ANSWER TO QUESTION TAKEN ON NOTICE 23 November 2015



Asked by MR DOSZPOT MLA:

In relation to: NSET Risk Assessments

MR DOSZPOT: How many risk assessments has the NSET undertaken in the past year?

Ms Burch: I am not quite sure if “risk assessment” is the language or whether it is just how often have the NSET been deployed and provided advice into schools. Is that the question?

MR DOSZPOT: That is roughly the question, yes.

Ms Evans: If that is the question, I probably do have that detail if I go through the—

MR DOSZPOT: You can take it on notice.

Ms Evans: I will take it on notice and have a look. If you want to go to the next question, in the interests of time—

Joy Burch MLA: The answer to the Member’s question is as follows:—

The Network Student Engagement Teams (NSETs) provide schools with a range of support including professional learning, consultation, coaching and targeted responses. The table below details the number of targeted responses and consultations provided to schools. This data reflects engagement with the school but does not count the number of engagements per case. Professional learning, phone/email consultations and coaching are not included in this data.

Jan 2014 to Dec 2014

NETWORK	School year level															
	El	P	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Belconnen			2	1	5	3	5	6	5	10	12	5	1		1	58
North/ Gungahlin	1	4	4	7	9	7	6	2	8	4	10	9	6	6	3	90
South/ Weston			9	2	14	10	10	7	9	12	23	9	34	3	11	150
Tuggeranong	8	8	6	13	12	7	6	13	29	10	9	10	11	10	3	160

Jan 2015 to June 2015

NETWORK	School year level															
	El	P	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Belconnen			3	2	4	2	3	4	3	9	9	7	4	3		52
North/ Gungahlin			7	4	6	9	8	2	8	4	3	11	5	2		65
South Weston			7	3	6	5	4	4	1	6	3	7	7	4		57
Tuggeranong		1	6	5	7	5	10	3	4	4	4	6	3			58

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

Signature:



Date: 4.12.15

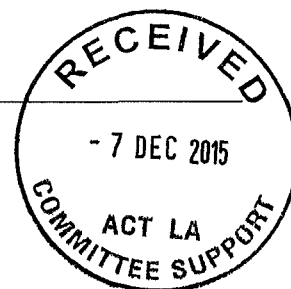
By the Minister for Education and Training, Joy Burch MLA



LEGISLATIVE ASSEMBLY
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ALISTAIR COE MLA

Inquiry into referred 2014–15 Annual and Financial Reports
ANSWER TO QUESTION TAKEN ON NOTICE
23 November 2015



Asked by MS FITZHARRIS MLA:

In relation to: COAG and Education Council Meetings

MS FITZHARRIS: Is the education ministers meeting before COAG? I believe COAG is mid-December.

Ms Burch: I think I am in Brisbane Friday next? Is it before? Someone will tell me. It is just after.

MS FITZHARRIS: Education is just after COAG or COAG is just after education?

Ms Howson: We will take that on notice.

Joy Burch MLA: The answer to the Member's question is as follows:—

Both COAG and the Education Council meeting are scheduled for 11 December 2015.

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

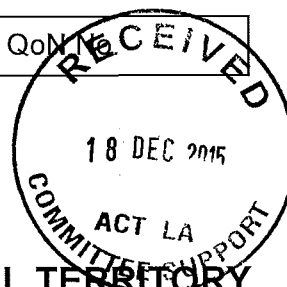
Signature:

4.12.15

Date:

By the Minister for Education and Training, Joy Burch MLA

Annual Report: - QoN



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION TRAINING AND YOUTH AFFAIRS

Canberra Institute of Technology Annual Report Hearing 2014
held on Monday 23 November 2015

ANSWER TO QUESTION ON NOTICE

Mrs Jones MLA: CIT Chief Executive Officer

In relation to Ministerial delegation to India (Proof Hansard p 99):

Ms Burch: In many ways it is about those two state governments recognising how serious we are about this. We are not just another Aussie RTO coming in to see what business we can do; this is government to government and also with government backing. Whilst CIT is independent it is significantly resourced through government, and that demonstrated to those two state governments the sincerity of our approach and desire to support them in their training.

MRS JONES: Very good. Leanne, to go back to that point, are we able to see a list of who was met with to understand that better?

Ms Cover: Yes.

Ms Burch MLA: The answer to the Member's question is:

The following meetings were held in India between 29 September and 4 October 2015:

1. Mr Rajeev Ponndath , The Secretary CPM Party, Ernakulam District Committee, Kochi
2. Mr Punnoose George, Chairman Saintgits College of Engineering, Kottukulam Hills, Kerala
3. Mr Pinnarayi, Politburo Member, Communist Party of India (Marxist), Thiruvananthapuram Kerala
4. Mr N Jehangir, SFO Technologies, Kerala
5. Dr K M Navas, Malabar Christian College, Kerala
6. Shri Bhupendrasinh Manubha Chudasm, Gujarat Education Minister, Gandhinagar Gujarat
7. Dr Vyas, Director General, Gujarat Forensics Science University Gandhinagar Gujarat
8. Dr K M Abraham IAS, Addl Chief Secretary Finance & Higher Education, Kerala
9. Dr Rajesh Vijayan, SUT Pattom BR LIFE Hospital, Thiruvananthapuram, Kerala

10. Rahul R IRS, Managing Director, Kerala Academy for Skills Excellence,
Thiruvananthapuram, Kerala
11. Dr Kuncheria P. Isaac, Vice Chancellor, Kerala Technological University,
Thiruvananthapuram, Kerala
12. Mr Palek Sheth, Director Planning and Development, Pandit Deendayel Petroleum
University (PDPU), Gandhinager, Gujarat
13. Mr Mohamed Riyas P, Head of Strategy, Additional Skill Acquisition Program (ASAP)
14. Mr Mark Pierce, Consul General, Department of Foreign Affairs and Trade, Mumbai
15. Sarabhai Institute of Science & Technology University, Thiruvananthapuram, Kerala
16. Education Minister Thiruvananthapuram, Kerala

Approved for circulation to the Standing Committee on Education, Training and Youth
Affairs

Signature:



Date:

By the Minister for Education and Training Joy Burch MLA

15.12.15